



Village Meadows Elementary School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2020 West Morningside Drive, Phoenix, AZ 85023

Deer Valley Unified District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mrs. Cheryl Pauline Paul Mrs.
Schedule : 07:30 AM to 04:30 PM
Grades : Pre-K-6
Web Address : villagemeadows.dvusd.org
Phone Number : (602) 467-6304
Fax Number : (602) 467-6380
E-mail : cherryl.paul@vm.dvusd.org

Mission

The Village Meadows Elementary School family promotes a safe and positive learning environment that empowers students, staff, and the community to maximize their personal, and academic potential in order to become lifelong responsible learners. Using a data driven decision making process, Village Meadows established a Campus Improvement Plan that created specific academic goals. Standards based curriculum and instruction form the foundation of the K-6 program.

School / Academic Goals

- ü Reading is a building-wide focus along with the accountability of students academically and behaviorally. Our staff is diligently working to raise student achievement by aligning curriculum and assessment with district standards.
- ü Our Campus Improvement Plan provides a framework which focuses on geometry, alignment of our math curriculum, and assessments to assure students will meet AIMS standards for their grade level. Teaching teams meet bimonthly to evaluate our progress.
- ü Teachers collaborate on common strategies and assessments that are implemented within an established time frame. Educators dialogue both vertically and horizontally about the results of the assessments and plan for effective instruction.
- ü We will continue to provide opportunities for all students to extend and enrich their learning opportunities. Diverse student learning needs are met in a variety of environments and through differentiated teaching strategies.

Enrollment

October 1, 2005 School Year Student Enrollment : 717
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 43

Village Meadows Elementary School

Instructional Programs

- ü Gifted
- ü On-site Special Education
- ü Head Start
- ü Schoolwide Title I
- ü Extended School Day Opportunities
- ü Summer School
- ü Reading Club

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our Village Meadows School family seeks to provide a safe, positive, orderly learning environment that empowers all students. We analyze all of our test results, both formal and informal to design the best curriculum experiences for our students.

Parents

Children have greater success in school when parents are involved in their education, set high expectations, encourage good attendance, and support school procedures and rules. We consistently seek and appreciate volunteers at Village Meadows. Parent involvement is critical to student success. We continue to improve our website as a communication tool for parents and students. Updates are made on a weekly basis: villagemeadows.vm.dvUSD.org.

Transportation Policy

Village Meadows school boundaries are north of Bell Road, south of Beardsley Road, east of Interstate 17 and west of 19th Avenue. Children north of Union Hills Drive are transported in school buses. The Deer Valley School District also provides special services to those students with special needs regardless of where they live. To view boundary grid maps please visit the District web sight at www.dvUSD.org.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Title 1 Distinguished Award Finalist	2004
ü Certified, Classified and Admin.: District Pride Award	2005
ü Grant Recipients	2005
ü Milken Award: Debbi Peterson	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2658	80010	96	99	99	456	460	447	8	5	10	16	11	18	54	61	53	22	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1252	38935	94	99	99	452	458	447	8	4	9	13	12	19	58	63	55	21	21	17
Male	47	1406	40974	98	99	98	461	462	448	9	5	11	19	11	18	49	59	52	23	25	19
African American	NC	84	4201	NC	99	99	NC	439	430	NC	11	17	NC	21	23	NC	60	51	NC	8	9
Hispanic	33	406	34545	94	97	99	428	441	432	15	11	14	24	19	24	58	57	53	3	14	9
Asian/Pacific Islander	NC	97	2068	NC	100	99	NC	473	474	NC	2	4	NC	8	10	NC	55	50	NC	35	36
American Indian/Alaskan Native	--	18	3979	--	90	96	--	434	424	--	11	17	--	17	30	--	67	47	--	6	6
White	52	2053	35142	96	99	99	476	465	465	4	4	5	6	10	11	56	62	56	35	25	28
Students with Disabilities	12	327	10161	86	92	93	411	430	419	33	21	28	33	23	28	25	46	36	8	10	8
Students without Disabilities	83	2331	69849	98	100	100	460	464	451	5	3	7	13	10	17	58	63	56	24	25	19
Limited English Proficient Students	20	134	14013	95	92	97	410	409	413	25	25	24	35	37	34	40	39	39	NA	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	12	261	39029	92	95	98	440	441	432	17	11	14	25	20	25	33	54	52	25	15	9
Non-Economically Disadvantaged	83	2397	40981	97	99	100	458	462	462	7	4	6	14	10	13	57	61	54	22	24	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	95	2643	79438	96	98	98	445	470	451	12	4	9	26	14	24	51	65	56	12	16	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	1248	38775	94	99	99	449	475	457	6	3	7	29	12	22	52	66	58	13	19	13
Male	47	1395	40560	98	98	97	441	465	446	17	5	12	23	16	25	49	65	54	11	14	9
African American	NC	83	4178	NC	98	98	NC	454	439	NC	6	13	NC	18	29	NC	66	52	NC	10	6
Hispanic	33	402	34297	94	96	98	415	449	434	24	10	14	33	23	31	39	54	50	3	12	5
Asian/Pacific Islander	NC	98	2063	NC	100	99	NC	483	475	NC	1	3	NC	11	15	NC	63	63	NC	24	20
American Indian/Alaskan Native	--	18	3940	--	90	95	--	445	429	--	NA	14	--	39	36	--	61	47	--	NA	3
White	52	2042	34887	96	99	98	465	474	471	4	3	4	19	12	15	60	68	63	17	17	18
Students with Disabilities	12	311	9588	86	88	88	390	437	416	33	14	30	50	32	32	17	47	34	NA	7	5
Students without Disabilities	83	2332	69850	98	100	100	450	474	456	8	2	7	23	12	23	55	68	59	13	18	12
Limited English Proficient Students	20	134	13856	95	92	96	388	402	407	40	27	27	35	47	43	25	26	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	12	261	38685	92	95	97	436	445	435	17	11	14	42	25	32	17	55	50	25	10	5
Non-Economically Disadvantaged	83	2382	40753	97	99	99	447	472	467	11	3	5	24	13	16	55	66	62	10	17	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	2647	79971	98	98	99	430	437	423	5	4	8	38	34	41	55	59	49	2	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	1251	38974	96	99	99	440	451	437	6	3	5	29	25	33	63	67	57	2	5	4
Male	48	1396	40895	100	98	98	420	425	410	4	5	10	48	42	47	46	51	41	2	2	2
African American	NC	84	4203	NC	99	99	NC	426	411	NC	5	11	NC	42	45	NC	52	43	NC	1	2
Hispanic	33	403	34481	94	96	99	415	422	410	6	7	10	48	39	46	42	52	43	3	2	1
Asian/Pacific Islander	NC	98	2067	NC	100	99	NC	449	449	NC	3	4	NC	31	28	NC	56	60	NC	10	8
American Indian/Alaskan Native	--	19	3995	--	95	96	--	416	409	--	11	10	--	37	47	--	53	42	--	NA	1
White	54	2043	35150	100	99	99	439	440	437	6	3	5	31	33	35	61	60	56	2	4	5
Students with Disabilities	14	328	10258	100	92	94	370	398	377	21	14	23	71	53	51	7	31	25	NA	2	1
Students without Disabilities	83	2319	69713	98	99	100	437	442	429	2	3	5	33	31	39	63	63	52	2	4	3
Limited English Proficient Students	20	132	13985	95	91	97	391	383	382	10	16	18	55	57	54	35	27	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	12	258	38994	92	93	98	409	414	409	8	11	10	33	38	47	58	50	41	NA	2	1
Non-Economically Disadvantaged	85	2389	40977	99	99	100	433	440	437	5	3	5	39	33	34	54	60	56	2	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2846	80147	98	98	99	476	499	482	15	5	11	14	11	17	50	50	49	21	33	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1403	39281	100	99	99	484	497	483	11	5	9	13	11	17	55	53	50	21	31	24
Male	44	1443	40780	96	98	98	467	501	482	20	6	12	16	11	17	43	47	48	20	36	24
African American	NC	84	4249	NC	99	99	NC	486	464	NC	8	17	NC	15	22	NC	50	48	NC	26	13
Hispanic	29	405	33494	100	96	99	452	474	466	28	11	15	14	20	23	48	54	49	10	16	14
Asian/Pacific Islander	NC	116	2103	NC	98	99	NC	520	515	NC	1	4	NC	3	8	NC	50	44	NC	46	45
American Indian/Alaskan Native	NC	25	4117	NC	96	96	NC	474	456	NC	16	19	NC	24	27	NC	36	46	NC	24	8
White	65	2215	36122	97	98	99	487	503	501	9	4	5	14	9	10	52	50	50	25	36	35
Students with Disabilities	11	362	10295	92	89	92	414	458	443	55	22	33	27	29	26	18	34	33	NA	15	8
Students without Disabilities	89	2484	69852	99	100	100	484	505	488	10	3	7	12	8	16	54	53	51	24	36	26
Limited English Proficient Students	NC	107	12722	NC	94	97	NC	438	441	NC	30	27	NC	30	33	NC	38	37	NC	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	22	291	38371	96	95	97	477	479	465	14	11	15	23	18	23	41	51	49	23	21	13
Non-Economically Disadvantaged	78	2555	41776	99	99	100	476	501	498	15	5	6	12	10	11	53	50	49	21	35	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2836	79686	98	98	98	469	488	470	10	5	11	22	15	24	62	67	57	6	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1404	39163	100	99	99	484	491	475	5	4	9	16	14	22	68	68	60	11	15	10
Male	44	1432	40438	96	97	97	449	485	465	16	6	13	30	16	25	55	67	54	NA	11	7
African American	NC	82	4228	NC	96	98	NC	479	458	NC	5	15	NC	16	28	NC	74	53	NC	5	4
Hispanic	29	405	33299	100	96	98	450	467	452	24	9	17	21	26	32	52	59	47	3	6	3
Asian/Pacific Islander	NC	115	2097	NC	97	99	NC	498	490	NC	3	5	NC	10	13	NC	69	68	NC	19	14
American Indian/Alaskan Native	NC	24	4087	NC	92	96	NC	461	446	NC	13	16	NC	33	38	NC	50	44	NC	4	2
White	65	2209	35914	97	98	98	478	492	489	5	4	5	22	13	15	66	69	67	8	15	14
Students with Disabilities	11	350	9808	92	86	87	402	449	432	55	22	35	27	31	32	18	41	30	NA	6	3
Students without Disabilities	89	2486	69878	99	100	100	477	493	475	4	2	8	21	13	23	67	71	61	7	14	9
Limited English Proficient Students	NC	106	12594	NC	93	96	NC	421	422	NC	31	34	NC	46	45	NC	23	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	22	289	38095	96	94	97	470	468	452	9	9	17	23	24	32	64	62	48	5	6	3
Non-Economically Disadvantaged	78	2547	41591	99	98	99	469	490	486	10	4	6	22	14	16	62	68	65	6	14	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	2871	80372	97	99	99	483	490	475	4	2	4	24	20	30	72	75	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	56	1417	39452	100	100	99	497	501	488	NA	1	3	20	13	22	80	81	72	NA	4	3
Male	43	1454	40836	93	99	98	463	479	464	9	3	6	30	26	37	60	70	56	NA	2	1
African American	NC	86	4264	NC	100	99	NC	489	465	NC	1	5	NC	19	35	NC	80	59	NC	NA	1
Hispanic	28	408	33608	97	97	99	472	477	462	7	4	6	36	25	36	57	70	57	NA	1	1
Asian/Pacific Islander	NC	116	2098	NC	98	99	NC	509	500	NC	NA	2	NC	13	16	NC	78	75	NC	9	7
American Indian/Alaskan Native	NC	25	4128	NC	96	97	NC	462	464	NC	4	4	NC	32	39	NC	64	56	NC	NA	1
White	65	2235	36213	97	99	99	486	491	489	3	2	2	20	19	22	77	76	72	NA	3	3
Students with Disabilities	10	385	10526	83	94	94	NA	446	427	NA	9	15	NA	46	53	NA	43	31	NA	1	1
Students without Disabilities	89	2486	69846	99	100	100	492	496	482	NA	1	3	20	16	26	80	80	69	NA	3	2
Limited English Proficient Students	NC	108	12747	NC	95	97	NC	434	432	NC	13	12	NC	48	52	NC	39	36	NC	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	22	295	38521	96	96	98	490	477	461	NA	3	6	23	27	38	77	68	55	NA	1	1
Non-Economically Disadvantaged	77	2576	41851	97	99	100	481	491	489	5	2	3	25	19	22	70	76	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2780	79306	97	98	99	497	517	504	12	7	13	24	13	20	55	58	49	10	22	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1359	38845	96	98	99	501	516	505	8	5	11	22	14	20	62	62	50	8	19	18
Male	51	1416	40383	96	98	98	493	518	504	16	8	14	25	13	19	47	55	47	12	25	19
African American	NC	109	4171	NC	98	98	NC	505	485	NC	8	20	NC	22	26	NC	54	44	NC	16	10
Hispanic	32	398	32673	100	98	99	478	498	487	19	11	18	34	23	25	47	51	46	NA	15	10
Asian/Pacific Islander	NC	102	2147	NC	100	99	NC	537	539	NC	1	5	NC	12	10	NC	56	46	NC	31	40
American Indian/Alaskan Native	NC	15	4034	NC	100	97	NC	488	479	NC	13	22	NC	20	29	NC	60	43	NC	7	7
White	63	2153	36234	95	98	99	505	521	523	10	6	6	21	11	13	54	60	52	16	23	28
Students with Disabilities	15	350	10286	83	91	91	448	472	462	53	29	41	33	30	27	13	36	27	NA	5	5
Students without Disabilities	87	2430	69020	100	100	100	504	523	510	5	3	9	22	11	18	62	61	52	11	24	21
Limited English Proficient Students	NC	92	10291	NC	92	96	NC	462	458	NC	34	38	NC	41	34	NC	20	26	NC	5	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	17	263	37437	89	95	97	494	499	486	12	13	19	35	21	26	47	51	46	6	15	9
Non-Economically Disadvantaged	85	2517	41869	99	99	100	497	519	521	12	6	7	21	13	14	56	59	51	11	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	2775	79000	97	98	98	490	505	489	11	5	10	22	15	24	63	68	58	5	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1360	38774	96	98	99	499	510	494	4	4	7	20	12	22	72	70	61	4	14	10
Male	51	1411	40150	96	98	98	482	500	485	18	6	12	22	17	25	55	65	55	6	11	8
African American	NC	111	4153	NC	100	98	NC	493	476	NC	5	13	NC	23	30	NC	68	53	NC	4	4
Hispanic	32	398	32508	100	98	98	467	483	472	25	12	15	28	25	33	47	56	49	NA	6	3
Asian/Pacific Islander	NC	101	2142	NC	100	99	NC	511	510	NC	NA	4	NC	14	14	NC	72	67	NC	14	16
American Indian/Alaskan Native	NC	15	4016	NC	100	96	NC	478	467	NC	13	14	NC	40	37	NC	40	46	NC	7	2
White	63	2148	36135	95	98	98	500	509	508	5	4	4	19	12	14	68	70	67	8	14	15
Students with Disabilities	15	347	9991	83	90	88	439	460	449	40	21	33	40	40	36	20	35	29	NA	4	2
Students without Disabilities	87	2428	69009	100	100	100	497	511	495	6	2	6	18	11	22	70	72	62	6	14	10
Limited English Proficient Students	NC	91	10199	NC	91	95	NC	439	439	NC	38	35	NC	45	47	NC	14	18	NC	2	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	17	260	37234	89	94	97	479	488	472	12	9	15	41	28	33	41	55	50	6	8	3
Non-Economically Disadvantaged	85	2515	41766	99	99	99	492	507	505	11	4	5	18	13	16	67	69	65	5	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	2787	79611	95	99	99	520	515	496	NA	3	7	31	26	37	69	70	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	1367	39016	96	99	99	536	528	511	NA	2	4	18	17	29	82	80	66	NA	1	1
Male	49	1415	40519	92	98	98	506	503	482	NA	4	10	43	36	44	57	60	46	NA	0	0
African American	NC	111	4188	NC	100	98	NC	508	486	NC	6	9	NC	23	40	NC	71	50	NC	NA	0
Hispanic	32	402	32855	100	99	99	509	498	481	NA	6	10	47	35	43	53	58	47	NA	1	0
Asian/Pacific Islander	NC	103	2149	NC	100	100	NC	519	519	NC	4	4	NC	24	24	NC	71	70	NC	1	2
American Indian/Alaskan Native	NC	15	3992	NC	100	96	NC	507	478	NC	7	10	NC	40	46	NC	53	44	NC	NA	0
White	61	2153	36380	92	98	99	525	518	511	NA	2	4	25	25	30	75	72	65	NA	1	1
Students with Disabilities	14	360	10664	78	94	94	466	468	440	NA	11	23	79	56	54	21	32	22	NA	1	1
Students without Disabilities	86	2427	68947	99	99	100	528	521	504	NA	2	4	23	22	34	77	76	61	NA	1	1
Limited English Proficient Students	NC	96	10362	NC	96	97	NC	453	438	NC	18	22	NC	59	57	NC	23	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	17	265	37626	89	96	98	511	493	479	NA	8	10	35	32	45	65	60	45	NA	NA	0
Non-Economically Disadvantaged	83	2522	41985	97	99	100	522	517	511	NA	2	4	30	26	30	70	71	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	2934	79327	99	99	98	520	537	518	17	9	19	17	13	20	52	56	46	14	22	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1475	38961	99	99	98	522	540	520	17	8	16	17	13	20	50	56	48	17	24	16
Male	49	1456	40295	100	98	97	517	534	516	18	11	21	16	13	19	55	55	44	10	21	16
African American	NC	98	4247	NC	100	98	NC	508	499	NC	23	27	NC	19	24	NC	48	41	NC	9	8
Hispanic	51	430	32327	100	99	98	505	515	499	20	19	27	24	19	25	51	50	41	6	12	8
Asian/Pacific Islander	NC	91	1939	NC	100	99	NC	575	556	NC	1	6	NC	5	10	NC	47	47	NC	46	36
American Indian/Alaskan Native	NC	22	4391	NC	85	96	NC	521	489	NC	14	32	NC	18	27	NC	59	36	NC	9	4
White	66	2288	36373	97	98	98	532	541	538	14	7	10	14	12	14	53	57	52	20	24	25
Students with Disabilities	15	345	9321	94	91	87	461	486	467	53	39	54	40	24	22	7	31	21	NA	6	3
Students without Disabilities	112	2589	70006	100	100	100	525	543	524	13	6	14	13	11	19	58	59	49	16	24	18
Limited English Proficient Students	11	91	9431	92	98	95	456	473	466	64	56	53	27	21	27	9	18	18	NA	5	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	21	263	37097	100	93	97	517	513	498	24	21	27	14	17	25	43	50	41	19	12	7
Non-Economically Disadvantaged	106	2671	42230	99	99	99	521	539	535	16	8	11	17	13	15	54	56	50	13	23	24

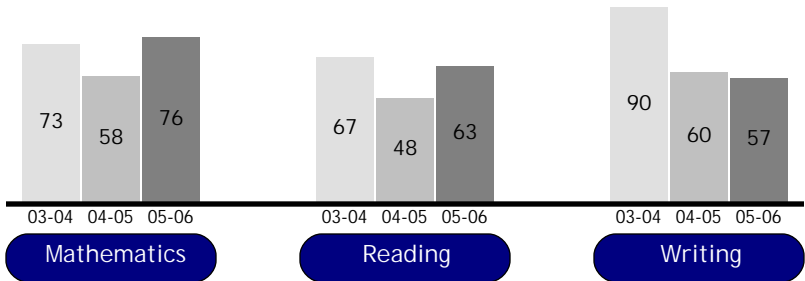
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	127	2939	79501	99	99	98	506	514	497	9	5	10	20	16	25	66	73	60	5	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1477	39062	99	99	99	510	522	502	9	3	8	18	12	23	68	76	64	5	8	5
Male	49	1458	40368	100	99	98	500	507	491	8	6	13	24	20	27	63	69	57	4	5	3
African American	NC	97	4279	NC	99	99	NC	496	485	NC	7	14	NC	26	30	NC	63	54	NC	4	2
Hispanic	51	423	32389	100	97	98	492	496	478	16	11	16	25	24	34	55	62	48	4	3	1
Asian/Pacific Islander	NC	91	1936	NC	100	99	NC	531	519	NC	NA	3	NC	14	14	NC	71	73	NC	14	9
American Indian/Alaskan Native	NC	23	4401	NC	88	96	NC	499	473	NC	13	17	NC	13	40	NC	70	43	NC	4	1
White	66	2300	36446	97	99	99	518	518	516	3	3	4	17	14	15	74	75	73	6	7	7
Students with Disabilities	15	350	9411	94	93	88	449	469	453	27	25	36	67	38	36	7	35	26	NA	3	1
Students without Disabilities	112	2589	70090	100	100	100	511	520	502	6	2	7	14	13	24	74	78	65	5	7	5
Limited English Proficient Students	11	87	9401	92	94	94	433	445	443	73	41	40	18	43	46	9	16	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	21	263	37183	100	93	97	501	493	479	14	11	16	24	25	34	57	62	49	5	2	1
Non-Economically Disadvantaged	106	2676	42318	99	99	99	507	517	513	8	4	5	20	15	17	68	74	70	5	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	126	2943	80000	98	99	99	579	582	564	5	2	3	6	6	11	75	76	75	14	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	77	1484	39288	97	99	99	589	597	579	6	2	2	3	2	6	73	72	77	18	25	16
Male	49	1455	40644	100	98	98	563	566	549	2	2	4	12	9	15	78	79	74	8	9	7
African American	NC	98	4307	NC	100	99	NC	569	551	NC	4	4	NC	6	13	NC	74	75	NC	15	7
Hispanic	51	429	32672	100	98	99	563	564	548	10	5	4	6	10	14	76	75	76	8	11	6
Asian/Pacific Islander	NC	91	1945	NC	100	99	NC	599	592	NC	1	1	NC	1	4	NC	69	69	NC	29	25
American Indian/Alaskan Native	NC	23	4424	NC	88	97	NC	592	549	NC	NA	3	NC	9	14	NC	78	77	NC	13	5
White	65	2297	36602	96	99	99	592	585	579	2	1	2	6	5	7	71	76	75	22	18	16
Students with Disabilities	15	358	9919	94	95	93	549	530	505	27	7	9	20	23	35	53	67	54	NA	4	2
Students without Disabilities	111	2585	70081	99	100	100	581	588	571	2	1	2	5	3	7	77	77	79	16	19	12
Limited English Proficient Students	11	88	9571	92	95	96	483	503	502	27	13	10	9	26	29	64	60	60	NA	1	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	21	265	37534	100	94	98	584	559	547	5	5	4	14	11	15	62	74	76	19	10	5
Non-Economically Disadvantaged	105	2678	42466	98	99	100	578	584	578	5	2	2	5	5	7	77	76	75	13	18	16

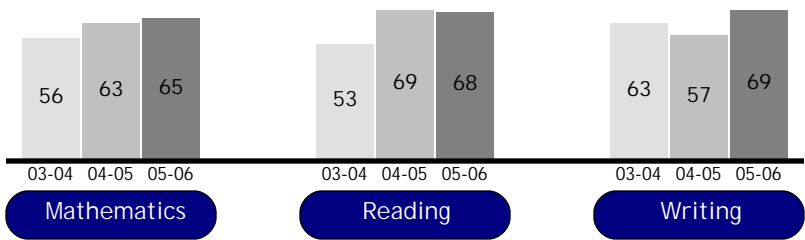
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	47	NA	58	92	40	57	47	74	61	59	46
	Language	89	30	61	50	92	44	58	47	74	75	63	48
	Mathematics	90	59	72	64	93	48	62	50	74	67	65	52
3	Reading	96	46	NA	55	98	35	55	44	91	44	59	46
	Language	94	60	70	61	98	35	53	44	93	44	58	46
	Mathematics	95	67	69	61	97	42	60	51	91	59	65	52
4	Reading	94	49	NA	56	97	43	57	48	98	48	63	52
	Language	95	52	63	52	97	45	59	49	98	50	65	52
	Mathematics	95	60	74	61	97	50	63	53	98	50	70	58
5	Reading	95	54	NA	55	97	53	60	50	95	56	67	56
	Language	95	53	60	49	97	54	59	50	95	48	65	54
	Mathematics	95	68	75	63	96	49	58	49	95	52	63	52
6	Reading	93	52	NA	56	98	53	61	51	95	63	67	56
	Language	94	41	60	48	98	51	58	47	95	59	61	50
	Mathematics	94	73	79	66	98	63	66	52	95	59	70	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Village Meadows Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 10 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Development and Implementation of CIP
- Ü Data Collection and Analysis
- Ü Staff Development
- Ü District Image: Safe School
- Ü Parent/Community Involvement
- Ü Evaluation of Results

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	52.00
Other Professional Staff	7.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	4	1	0	0
7 to 9 years	4	0	0	0
10 or more years	4	13	2	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	41
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Science Lab
- Ü Reading Lab

Extracurricular Activities

- Ü Student Council
- Ü Band
- Ü Chorus
- Ü Drama Club
- Ü Early Morning Reading Club
- Ü Tutor Club
- Ü Lunch Time Homework Club
- Ü AIMS Intervention Tutoring

Social Services

- Ü YMCA Extended Kindergarten
- Ü Parks and Recreation Afterschool Program
- Ü YMCA Day Care
- Ü Literacy Program
- Ü Parent Organization Group PACT
- Ü Dental Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Parent involvement and community partnerships increased. We will continue to promote opportunities for parent and community involvement. We offered various evening events: CIT, SEI Parent Night, Title I, Parent Night, Meet The Teacher Night, etc.
- ü Our academic scores improved from the previous year. We are working to constantly evaluate and improve our programs for all our students. We will continue to provide clear information about student performance to students and parents.
- ü Village Meadows was featured in the annual Report Card published by SAXON. We were one of three schools in the state to receive a site visit for the national Title 1 Distinguished School award. We continue to improve our school label each year.
- ü We are a child centered community school that strives to focus all efforts and resources on the success of all children. We instill ownership not only for ourselves, but for students and parents alike.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Safe School Committee will continue to maintain their efforts and provide a safe closed campus. All visitors are required to sign in and display a visitor's badge before entering the campus. We use positive proactive methods rather than a reactive negative stance. Character traits are taught and reinforced throughout the year. This philosophy promotes respect, responsibility, caring, citizenship, trustworthiness and fairness.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Christine Adams	(602) 467-6306
Transportation Policy	Cindy Finn	(602) 467-5090
Community Resources	Patty Bernert	(602) 467-6323
School Nutrition Programs	Paula Moore	(602) 467-6314
Parent Organization	Tamara Beck	(928) 467-6300
Student Health/Nurse	Maria Lizanec	(602) 467-6310

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.